



Ontario

Ministry
of
Education

Minister of Education
Hon. Thomas L. Wells

Government
Publications


Catalogue of Curriculum Guidelines and Program Documents



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Curriculum Guidelines and Program Documents Currently Available from the Ministry of Education

Curriculum guidelines and program documents are issued under the authority of the Minister of Education as provided for in the acts and regulations pertaining to education in Ontario. They collectively define the program for publicly supported schools and inspected private schools in Ontario. The complete list of authorized guidelines is found in *Circular 14 (Textbooks)* and *Circular 15 (Canadian Curriculum Materials)* and, for the secondary panel, in *Circular H.S.1 (Secondary School Organization and Diploma Requirements)*. At any given time, a number of guidelines are under revision or being phased out of use. Such guidelines are not normally reprinted when existing stocks are used up, so that not all of the documents listed in the sources just mentioned are necessarily available. This pamphlet lists the guidelines available at the time of publication.

Programmes-cadres et matériel didactique accessibles au ministère de l'Éducation

Les programmes-cadres et le matériel didactique sont publiés sous l'égide du ministère de l'Éducation d'après les lois et règlements relatifs à l'éducation en Ontario. L'ensemble de ces documents présente un aperçu général du programme d'études des écoles subventionnées par l'État et des écoles privées reconnues de l'Ontario. On trouve la liste complète des programmes-cadres autorisés par le Ministère dans *Circular 14 (Textbooks)* et dans *Circular 15 (Canadian Curriculum Materials)* et, au palier du secondaire, dans *Circular H.S.1 (Organisation des écoles secondaires et exigences des diplômes)*. En tout temps, un certain nombre de programmes-cadres sont révisés ou sur le point d'être dépassés. En général, on ne réimprime pas de tels programmes-cadres dès qu'on a épuisé le matériel en cours, de sorte qu'on ne peut pas nécessairement se procurer tous les documents indiqués dans les sources susmentionnées. Cette brochure établit la liste des programmes-cadres accessibles au moment de sa publication. Les publications en langue française paraissent séparément à partir de la page 16.

It is recommended that all schools have on hand in some central location (the resource centre or staff room), for the professional use of the staff, as complete a collection as possible of the guidelines outlining programs in the divisions represented in the school as well as for the divisions immediately preceding and following.

There is no charge for Ministry of Education curriculum guidelines and program documents, and this pamphlet has been designed as an order form to facilitate obtaining guidelines. Assistance in interpreting these guidelines and in developing courses from them may be obtained by contacting any of the Ministry's regional offices (located in Cambridge (Waterloo), Kingston, London, North Bay, Ottawa, St. Catharines, Sudbury, Thunder Bay, and Toronto).

English-Language Guidelines and Program Documents

Note: † indicates guidelines that outline courses acceptable for Secondary School Honour Graduation credit, or from which such courses can be developed.

General and Multidisciplinary Topics

Curriculum Guidelines: Primary and Junior Divisions, 1971

This is a consolidated edition of the various guidelines in the P1J1 Interim Revision series issued separately from 1966 to 1970. It includes:

– Introduction and Guide, 1967

This is the Ministry's basic statement of philosophy and approach for education in the Primary and Junior Divisions.

– Art, 1966

Major considerations in teaching, such as purposes, results, group work, appreciation, evaluation, and major activities are included.

– English, 1966

This guideline presents an overview of objectives and suggested approaches in the basic language skills of listening, speaking, reading, and writing.

– *Mathematics, 1966*

The guideline gives a philosophical base for planning the Mathematics program at this level while providing aims, topics, and suggested resources.

– *Music, 1967*

Short outlines on singing, rhythmic activities, listening, and playing are provided.

– *Physical and Health Education, 1967*

The parameters within which movement and knowledge of healthful living can facilitate the development of children are provided.

– *Science P1J1, 1967*

This guideline outlines approaches to science for each of the first six years of school.

– *Social Studies, 1970*

Activities are presented so that the child begins by exploring the part of the world nearest to him, then proceeds to communities further away, and finally to peoples and places thousands of miles away and hundreds of years ago.

Note: A revision of the program for the Primary and Junior Divisions, arising out of cyclic review of these divisions, is currently under preparation. Consequently the present document will not be reprinted when the present stock is used up.

Kindergarten, 1966

This document provides an outline of philosophy, approaches, and activities for Kindergarten classes.

† *Consumer Studies, Intermediate and Senior Divisions, 1972*

This provides a context for the development of activities, courses, and programs that turn market place information into an educative process. Courses developed from this guideline should help students to become effective, independent purchasers.

Consumer Studies: Reference Material for Teachers and Students to Support Curriculum Guideline, 1972

Intended for use in conjunction with the above.

Informatics, Intermediate and Senior Divisions, 1972

Provides parameters for a variety of courses that could serve as foundation for more special work in the general fields of information, data processing, and computer education.

Informatics: Reference Material for Teachers and Students to Support Curriculum Guideline, 1972

Intended for use in conjunction with the above.

† *Man, Science and Technology, Intermediate and Senior Divisions, 1972*

Outlines suggestions for the development of courses on topics that relate to the interaction of man with science and technology, past and present. Includes sections on designing local courses, evaluation, possible topics, and an extensive resource list.

Space and Man, Senior Division, 1969

Provides a basis for interdisciplinary courses involving topics that relate to the domain of space from the earth's surface to the farthest galaxies.

Circular 14 – Textbooks

Issued annually together with two supplements (*Circulars 14-A* and *14-B*) to cover material published between the annual editions, this circular lists the textbooks approved by the Minister of Education for use in schools. The list is annotated and texts are grouped according to division and Ministry curriculum guidelines.

Circular 15 – Canadian Curriculum Materials

Issued annually, this circular is an annotated guide to learning materials of Canadian authorship and manufacture and of a quality commensurate with the standards maintained in Ontario schools. The publication is designed to help teachers become more aware of Canadian books, films, and other educational media as they relate to Ministry guidelines.

Circular H.S.1 – Secondary School Organization and Diploma Requirements

Issued annually, *Circular H.S.1* outlines the requirements for diplomas and certificates issued

by the Minister of Education, and outlines the Ministry's objectives and recommendations concerning the organization of secondary schools.

Official Languages

English, Intermediate Division, 1969

A basis for programs throughout the Intermediate Division, this guideline is designed to assist teachers to broaden their concept of English as a vehicle of learning and to think of it as a dynamic process in which experience and expression are central factors.

† *English, S.4(13), Grade 13, 1968*

This outlines what should be expected of Honour Graduation level students in English and includes considerations and suggestions for designing appropriate courses.

† *Anglais, Primary, Junior, Intermediate, and Senior Divisions, 1970*

A general guide designed to help teachers to develop courses for teaching English to French-speaking pupils, this guideline offers a flexible plan for a K-13 program and makes suggestions for adaptations, experiments, and pilot projects.

Français

See page 17.

French, I.15A(7), Intermediate Division, 1966

French, I.15A(8), Intermediate Division, 1966

French, 1.15A(9-10), Intermediate Division, 1968

These documents collectively outline a sequential program of French as a second language for each year of the Intermediate Division, with suggestions for the balanced development of each of the basic language skills.

French, S.15A(11-12), Senior Division, 1970

This outlines a Senior Division program in French which builds on the program described in the Intermediate documents.

† *French, S.15A(13), Grade 13, 1968*

Sets out aims and program suggestions for Honour Graduation level courses.

Other Languages

Latin and Greek, Intermediate and Senior Divisions, 1969

This outlines a three-year program in Latin that emphasizes reading and translation from Latin to English, and includes a program in classical Greek.

† *Latin and Greek, S.11(13), Grade 13, 1968*

Outlines Honour Graduation level courses in Latin and classical Greek designed to follow the three-year program outlined in the document above.

German, Intermediate and Senior Divisions

See *Modern Languages, I. & S.15.*

† *German, S.15B(13), Grade 13, 1968*

Outlines an Honour Graduation level program sequential to that contained in *Modern Languages, I. & S.15.*

Italian, S.15D, Senior Division, 1968

Outlines material for a secondary school program in Italian as a second language which could begin in the Intermediate or Senior Divisions.

† *Italian, S.15D(13), Grade 13, 1968*

This is an Honour Graduation level course sequential to that outlined in the preceding document.

Russian, Intermediate and Senior Divisions

See *Modern Languages, I. & S.15.*

† *Russian, S.15C(13), Grade 13, 1968*

This is an Honour Graduation level course sequential to that outlined in *Modern Languages, I. & S.15.*

Spanish, I. and S.43, Intermediate and Senior Divisions, 1964

Outlines material for programs in Spanish as a second language.

† *Spanish, S.43(13), Grade 13, 1968*

Designed as an Honour Graduation level course sequential to that outlined in *I. and S.43*, this document replaces the grade 13 section of the older guideline.

Modern Languages, I. & S.15, Intermediate and Senior Divisions, 1961

The beginning work in German and Russian is outlined in this document. Its sections on French, Italian, and Spanish are now superseded by more recent guidelines but may still be of assistance when read in conjunction with them.

Mathematics

Mathematics, I.12A, 1963

Mathematics, I.12B, 1964

Mathematics, I.12C(5 & 4), 1965

Mathematics, I.12D(5), 1966

Mathematics, I.12D(4), 1966

These guidelines, although available separately, outline the Mathematics program for the four years of the Intermediate Division. For the two secondary years, content is suggested for both general (4) and advanced (5) level courses.

†*Mathematics, Senior Division, 1972*

This guideline provides a philosophical and practical basis for local planning of a variety of Mathematics courses for the Senior Division, including both pure and applied mathematics. It also outlines topics for Honour Graduation level courses in Algebra, Calculus, Mathematics of Investment, and Relations and Functions.

Computer Science, Senior Division, 1970

The guideline emphasizes problem-solving techniques and discusses programming languages and systems as well as the computer's influence on mankind.

Sciences

Biology, RP.50, Senior Division, 1963

Typical plants and animals are suggested for study so that students can survey the scope of biology.

†*Biology (Honour Graduation), 1969*

The course is aimed at deepening the student's insight into fundamental questions by applying the methods of science to the study of living organisms. The homeostatic, ecological, and basic biological principles approaches are discussed.

Chemistry, RP.51, Senior Division, 1965

Topics outlined in this course of study are designed for students who are preparing for general secondary school graduation and are unlikely to take more advanced work in chemistry.

Chemistry, S.17D, Senior Division, 1966

Presents the basic principles of elementary chemistry as an academic introduction to chemistry and for students who will be taking additional work in science.

† *Chemistry, S.17E (Honour Graduation), 1967*

The course directs attention to the structure of atoms, the energy associated with atomic and molecular events, the nature of bonding, molecules and crystals, the interpretation of redox reactions in terms of electro-chemical cells, a quantitative consideration of equilibrium, and the interpretation of reaction kinetics in terms of collision theory.

Environmental Science, Intermediate and Senior Divisions Interim Document, 1973

A replacement for *Environmental Science, I.21, 1967*, this document suggests topics and outlines activities in four major areas: the natural environment and its components, man within the natural environment, managing the modified environment, and planning man's future in a changing environment.

Geology, RP.47, Senior Division, 1963

This practical course is designed to introduce students to the main ideas of geology as illustrated by Ontario formations.

Science, Interim, Intermediate Division, 1972

The place of science in general education is discussed, and suggestions are provided for developing a wide variety of local science programs.

Science, RP.17, Senior Division, 1964

This course of study details activities in the fields of botany, electricity, chemistry, physics, and minerology for students preparing for general secondary school graduation.

Physics, S.17A, Senior Division, 1966

The topics detailed in this course of study are designed to be used with an experimental approach.

† *Physics, S.17C (Honour Graduation), 1967*

The main theme of this course of study is the wave-particle duality of radiation and matter. The aim is to provide students with an understanding of physics as a continuing process by which man seeks to understand the nature of the physical world.

Social Sciences

† *Economics, Senior Division, 1971*

Contains material for designing a Senior Division course on basic concepts in economics as viewed from the Canadian perspective and the Honour Graduation level course "An Introduction to Economic Reasoning".

Man and the Earth (Geography), Intermediate Division, 1973

Part A provides basic information on the nature of geographic studies in schools which should be useful to course planners. Part B suggests forms of organization that will give students new horizons and fresh insights each year of the Intermediate Division.

† *Geography, S.7, Senior Division, 1968*

Building the scenery of land and sea and man's use and development of land, sea, and air are topics suggested for grade 11; for grade 12, man and his world, a geography of selected regions. The geography of Canada is the subject in grade 13.

Urban Studies, Senior Division, 1971

The guideline suggests an interdisciplinary approach based on thirteen themes, raising many questions for which ready answers are not available. Suggests an involving research approach which should lead to a better understanding of urban life.

History, Intermediate Division, 1973

Four areas of investigation are identified: Canadians, Canadians and Americans, Canada's

Multicultural Heritage, Contemporary Canadians and World Concerns. Gives a rationale, objectives, insights on the adolescent learner, suggestions on planning courses of study for each year of the Intermediate Division, and teaching-learning strategies.

† *History, Senior Division, 1970*

Contains two programs for the Senior Division: The Legacy of the Ancient and Mediaeval Worlds and The Origins of the Modern World, and an Honour Graduation program, Canada in North America. Sets out aims and discusses thematic possibilities.

Family Studies, Intermediate Division, 1973

This guideline's approach to the study of the family is based on two major concepts: the family is itself an environment that has a profound effect on the development of its members; at the same time, the family is a unit within the social environment, influencing and influenced by the society of which it forms a part.

Home Economics, RP.S.6, Senior Division, 1964

Expands knowledge and training gained in the intermediate grades, but major emphasis is now placed on other areas of vital importance to modern families: consumer economics and management, family development, and housing. The outline makes suggestions for allotment of time, organization, and correlation with other subjects.

† *Home Economics: The Canadian Family in Perspective, S.6(13), Honour Graduation, 1968*

This is an Honour Graduation level course with a sociological orientation to the study of the Canadian family.

Man in Society, RP.48, Senior Division, 1965

Designed as a course that is directly related to problems of everyday life, *Man in Society* aims to lead the student to an understanding of some of the institutions and forces in contemporary life and to an assessment of his relationship to the society in which he lives. The guideline consists of two parts — a syllabus and a guide for the teacher.

Law, Senior Division, 1972

This course has been designed to help students recognize that although laws do not always provide an answer to the ills of society, they can be changed by citizens acting within legitimate channels. Several aspects are suggested including legal solutions to social problems, family law and juvenile delinquency, deviant and criminal behaviour.

People and Politics, Senior Division, 1972

People and Politics is a study of man and the different ways in which he attempts to meet common challenges. It should lead the student to a better understanding of the issues underlying the latest headlines. It includes sections on designing a local course, building a unit, and resource materials.

People and Politics, Reference Material for Teachers and Students to Support Curriculum Guideline, 1972

World Religions, Senior Division, 1971

A study of the religions of man is seen as one of a number of ways in which we can develop understanding of our fellow man in a shrinking world. It should help students to clarify their own thinking on some fundamental questions. Contains sections on designing local courses, thematic approaches, five major religions, plus an extensive resource list.

Arts and Physical Education

Art, I.13, Intermediate Division, 1968

Extensive and varied studio activities are suggested along with models for examining art through themes.

Art, I.13A, Bibliography 1968

Lists extensive references to support the above.

† Art, S.13, Senior Division, 1962

This is a detailed course of study providing studio activities and academic art history for each year of the Senior Division, including the Honour Graduation year.

† *Dramatic Arts, 1970*

This K-13 guideline is intended not only for special teachers of drama and theatre arts but for all those wishing to use drama as a resource in their general teaching.

Music, Intermediate Division, 1972

Creating, performing, and listening activities form the basis of this guideline, which includes sections on contemporary music and integration.

Music, Instrumental, I. and S.16B, Intermediate and Senior Divisions, 1967

A detailed outline for all major instrumental categories at both Intermediate and Senior levels is included. The sections pertaining to the Intermediate Division are superseded by the 1972 guideline.

† *Music, S.16, Honour Graduation, 1968*

Advanced skills and suggestions for selections are included in the voice, instrument by classification, and theory sections of this Honour Graduation level course.

Physical and Health Education, I.29, Intermediate Division, 1966

This guide outlines the official program and contains a detailed description of program content.

Physical and Health Education, Intermediate Division, 1973

This study document for optional implementation is a prospective replacement for the 1966 guideline and outlines methodologies, planning strategies, and community involvement.

Physical and Health Education, S.29A, Senior Division, 1969

Suggestions are made for a Health Education program stressing awareness and attitudes.

† *Screen Education, 1970*

A K-13 document, this guideline outlines ways in which the visual image can be used effectively in classrooms at all levels to lead students towards a greater awareness of the media and a more flexible understanding and literacy.

Business Studies

Introduction to Accounting, Senior Division, 1970

This guideline provides topics and suggestions for Accounting courses that stress understanding as well as application of the basic principles and concepts encountered in business and personal and economic activities.

Data Processing, RP.33, Senior Division, 1966

This guideline provides both topics and content suggestions for several Senior Division courses in the data processing field.

Commercial Subjects, RP.31, Intermediate and Senior Divisions, 1963

While much of the material in this guideline has been superseded, it still provides suggestions for the contents of some courses in the area of business education for both the Intermediate and Senior Divisions. It also contains a detailed outline and specific content for Honour Graduation level courses in Accountancy and Secretarial Practice.

Marketing and Retail Merchandising, RP.32, Intermediate and Senior Divisions, 1965

This guideline provides topical suggestions covering all aspects of retail merchandising and marketing for the development of a variety of Intermediate and Senior Division courses for both general and advanced levels and two-year programs.

Basic Business Typing, Intermediate Division, 1971

This guideline provides for continued skill development in communications and their business applications as they relate to business typing courses in the Intermediate Division.

Personal Typing, I. and S.31A, Intermediate and Senior Divisions, 1969

This guideline provides a rationale and suggested content for the first course in typing for all students, with a stress on fundamental skills and the communication aspects of the personal use of the typewriter.

Communications and Business Procedures, Senior Division, 1971

This guideline offers suggestions in the areas of human and job relations, data processing, communications media, communication tools, and systems and related functions through the typewriter for office-oriented students in the Senior Division.

Technological Studies

Technical Subjects, RP.27, Intermediate and Senior Divisions, 1963

While much of the Senior Division material in this guideline has been superseded, it still provides suggestions for the content of some Senior Division subjects and most technically oriented courses offered in Intermediate Division work.

Graphic Arts, Senior Division, 1972

This guideline provides topics and suggestions for the contents of both exploratory and in-depth courses related to the broad field of graphic arts.

Elements of Construction Technology, Senior Division, 1969

Intended as a guide in the development of courses in the construction field, this document suggests content under three divisions — core, architectural drafting, and building construction practices.

Elements of Construction Technology, Curriculum Guide Supplement, Senior Division, 1970

This curriculum guide supplement builds on the three divisions presented in the guideline and extends them into sections, topics, elements, fundamentals, and suggestions for student activities.

Elements of Computer Technology, Senior Division, 1970

This guideline contains suggestions for the contents of both exploratory and in-depth courses related to the technology of computers under such headings as programming, circuitry, computer logic, peripherals, and computer applications.

Elements of Electrical Technology, S.27B, Senior Division, 1968

A guideline for the development of courses in the electrical field, this document suggests content under three divisions: theory and test, electronics, and installation and maintenance.

Elements of Electrical Technology, Curriculum Guide Supplement, Senior Division, 1970

This curriculum guide supplement builds on the three divisions presented in the guideline and extends them into sections, topics, elements, fundamentals, and suggestions for student activities.

Agricultural Mechanics Course, RP.27A, Senior Division, 1966

This guideline suggests topics for study in the fields of drafting, building construction, motor mechanics, gas and arc welding, and electricity as they relate to agriculture.

Elements of Mechanical Technology, S.27D, Senior Division, 1968

This guideline suggests content under three divisions — core, drafting and design, and machine theory and practice — for consideration in the development of a variety of courses in the mechanical manufacturing field.

Elements of Mechanical Technology, Curriculum Guide Supplement, Senior Division, 1969

This curriculum guide supplement builds on the three divisions presented in the guideline and extends them into sections, topics, elements, fundamentals, and suggestions for student activities.

Industrial Physics, S.27C, Senior Division, 1967

This guideline suggests content under four divisions — mechanics and materials, fluids, instrumentation, and electricity — for consideration in the development of a variety of courses dealing with physical principles as applied in industry.

Industrial Physics Curriculum Guide, GS.27C, Senior Division, 1968

This curriculum guide supplement, in the form of ten 22x32 wall charts, builds on the four divisions

presented in the guideline and extends them into units, elements, fundamentals, and student activity to assist teachers in course development work.

Programmes-cadres et publications en langue française

Note: Le signe † indique les programmes-cadres qui décrivent les cours pour lesquels on peut octroyer des crédits en vue du diplôme d'études secondaires, ou les programmes-cadres à partir desquels on peut élaborer de tels cours.

Sujets généraux et multidisciplinaires

Programme d'études P₁J₁

L'édition complète des programmes-cadres dans la série des révisions provisoires P₁J₁ est maintenant épuisée et ne sera pas réimprimée avant la révision qui suivra la revue périodique de ces cycles scolaires. Toutefois, on dispose encore de quelques fascicules séparés de cette édition.

— Dessin et peinture, 1967

Précisions sur l'enseignement du dessin et de la peinture destinées aux cycles préparatoire, primaire et moyen.

— Musique, 1968

Précision sur les buts et objectifs de l'enseignement de la musique dans nos écoles.

— Education physique et hygiène, 1968

Révision provisoire qui fait état de nouveaux procédés pédagogiques intéressant l'éducation physique et l'hygiène.

— Etudes sociales, 1970

Révision qui a pour but d'aider les enseignants à mettre au point leurs programmes d'études sociales.

Jardins d'enfants, 1968

Un programme-cadre prévoyant certains jalons susceptibles de guider les jardinières.

Livres de bibliothèque pour les écoles du jardin à la 8e (1969)

Liste préparée à l'intention des enseignants et des bibliothécaires qui ont à choisir des livres pour les écoles élémentaires.

Catalogue 15 / Matériel didactique canadien (1972)

Publié annuellement, ce catalogue, destiné aux enseignants, est un guide annoté des ouvrages et de la documentation scolaires (en langue française ou anglaise) rédigés par des Canadiens et imprimés ou fabriqués au Canada. Le ministère de l'Éducation de l'Ontario a jugé que la nature et la qualité des oeuvres scolaires comprises dans cette liste conviennent à certains aspects des programmes scolaires de l'Ontario. Cette publication veut aider les enseignants à prendre avantage des livres, des films et d'autre matériel didactique canadien, dans la mesure où ils se rapprochent des lignes de conduite générales relatives aux programmes-cadres rédigés par le ministère de l'Éducation.

Organisation de l'école secondaire — Exigence des diplômes: Circulaire H.S.I., 1973-74

Publiée annuellement, la *Circulaire H.S.I.* indique les exigences des diplômes et des certificats décernés par le ministère de l'Éducation. Cette circulaire expose les objectifs et les recommandations du ministère relatifs à l'organisation de l'école secondaire.

Les langues officielles

† *Anglais, 1970*

A general guide designed to help teachers develop courses for teaching English to French-speaking pupils from the Kindergarten level to the end of the Senior Division.

Français, niveau intermédiaire, 1971

Ce texte aide l'enseignant à découvrir et à mettre au point un programme qui convient à son niveau d'enseignement et au rythme d'apprentissage de ses élèves.

Français, cycle supérieur, 1973

Ce programme-cadre fait le lien entre le *Français, niveau intermédiaire, 1971* et le *Programme de français, 13e année (S.46,13) 1968*.

† *Français, S.46 (13e), 1968*

Ce programme-cadre offre des suggestions qui pourront aider les enseignants à élaborer leurs propres programmes d'études.

Les études sociales

† Géographie, S.7, cycle supérieur, 1968

L'objectif de ce programme-cadre est de faire acquérir aux élèves une compréhension plus approfondie et plus étendue du monde qui les entoure.

† Histoire, cycle supérieur, 1970

Ce texte comprend trois programmes destinés aux élèves des cours d'histoire du cycle supérieur, à savoir "L'héritage du monde ancien et du Moyen Âge", "Les origines du monde moderne" et "Le Canada dans le contexte nord-américain".

Le droit, cycle supérieur, 1972

Ce programme-cadre élargit la dimension de l'étude des aspects légaux permettant ainsi de satisfaire les intérêts de l'ensemble des élèves.

Les grandes religions, cycle supérieur, 1971

Texte à l'intérieur duquel les enseignants peuvent élaborer des cours sur les grandes religions pour le cycle supérieur.

Les arts et l'éducation physique

† Art dramatique, 1970

Un guide, *J-13*, qui a pour but d'aider les enseignants à préparer des programmes adaptés à l'une ou à l'ensemble des méthodes d'enseignement de l'art dramatique.

Éducation physique et hygiène, 1-29, cycle intermédiaire, 1967

Programme-cadre qui invite les enseignants et les élèves à dialoguer et à étudier les modalités d'action dans l'enseignement de l'éducation physique et l'hygiène.

Please send me the following curriculum guidelines:

Name _____

Address _____

City/Town _____ Province _____

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